



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development.

School overview

Detail	Data
School name	Halewood C of E Academy
Number of pupils in school	236 (Including Nursery) 210 (Excluding Nursery)
Proportion (%) of pupil premium eligible pupils	11 pupils 4.6% Inc Nur 11 pupils 5% Excluding Nur
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024 <i>Yearly dates</i>
Date this statement was published	30 th November 2021
Date on which it will be reviewed	30 th November 2022
Statement authorised by	D Smith (<i>Head</i>)
Pupil premium lead	O Coleman
Governor / Trustee lead	S Ierston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,795
Recovery premium funding allocation this academic year	£ 1,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 19,810

Part A: Pupil premium strategy plan

Statement of intent



Vision

At Halewood C of E Primary School, we provide an outstanding education for ALL of our pupils, and strive for every pupil to make exceptional progress. Fundamental to this aim is ensuring that disadvantaged pupils are given every opportunity to make the same progress as those pupils who are less disadvantaged. We use our Pupil Premium funding to ensure outstanding, sustainable provision for disadvantaged pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Phonics - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Impact of COVID - Our assessments, observations and pupil voice indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations.
3	Attendance and Punctuality - Our attendance data 2020/2021 indicates that attendance among disadvantaged pupils is marginally lower than for non-disadvantaged pupils. (97.9%/98.54).
4	Social and emotional need - Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to changes in circumstances and ongoing challenges at home. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 7/10 children currently require additional support with social and emotional needs.
5.	Speech and Language - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and confidence for speaking among some disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average. (National Non Disadvantaged 2018/19 82%)
Improved reading attainment among disadvantaged pupils.	An increased percentage of disadvantaged children are on track for their end of year target. An increased percentage of disadvantaged children reach the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	An increased percentage of disadvantaged children are on track for their end of year

	<p>target.</p> <p>An increased percentage of disadvantaged children reach the expected standard.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>An increased percentage of disadvantaged children are on track for their end of year target.</p> <p>An increased percentage of disadvantaged children reach the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • Impact Ed wellbeing diagnostic (comparison against national and regional averages)
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics CPD programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Increased and consistent use of manipulatives across all year groups We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 (Recommendation 2)	2
Purchase of standardised diagnostic assessments. Purchase of data assessment and analysis tool.	Standardised tests, alongside a diagnostic analysis tool, can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 2
Embedding oral language activities and interventions across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Funding of ongoing teacher training and release time and facilitate TAs for specific interventions	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2 5
Improve the quality of social	There is extensive evidence associating childhood	1

and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (ELSA Training for Learning Mentor, Mental Health Qualification for SEND Lead)	social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	2 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Delivery of high quality small group and 1:1 TA targeted interventions and support around learning for specific children, including early morning interventions and pre-teach sessions.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 5
TA in class support to facilitate class teacher to work closely with those children specifically targeted.	Evidence shows that pupils who struggle most, benefit from as much 1:1/small group work as possible from the class teacher. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 5
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1 2 5

most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Use of Year 6 Peer Mentors to support specific children through 1:1 buddy sessions.	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an older peer can provide a different source of support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor employed to remove barriers for specific children.	Through the support of a mentor, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult can provide a different source of support. Conversations between mentors and mentees may address but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception and belief, particularly in relation to school-work; aspirations for future studies and career options. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2 3 4 5
Use of Impact Ed Wellbeing diagnostic tool to identify and understand pupils' wellbeing and learning needs. Release time given for staff to administer assessment with specific children. Support provided	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and wellbeing, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2 4

following screening to address needs.		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Employment of attendance officer to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
<p>Use of WellComm (speech and language toolkit for screening and intervention in the early years) to identify potential children with language difficulties and offer a range of customised intervention activities to help support their language development.</p>	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months. All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	1 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-5

Total budgeted cost: £26,137

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Measure	Activity
For disadvantaged pupils to make accelerated progress in reading .	<p>Quality first teaching and focussed teacher support within lesson.</p> <p>Daily reading for pleasure session - teachers to hear bottom 20% of readers weekly and TAs to read regularly with struggling readers.</p> <p>TA: 1:1 and small group weekly intervention sessions</p> <p>Additional 1:1/ 1:3 tutoring sessions for Year 1-6 disadvantaged children.</p>
<p>Impact</p> <p>Internal data shows that PP children increase their termly scaled scores by an average of 4 points across the year, with 70% reaching the Expected Standard and 90% reaching their end of year target. Lesson observations show evidence of quality first teaching and support for PP children.</p> <p>Monitoring by subject Leader shows daily reading is taking place for all lowest 20% readers by class teacher and/or TA.</p> <p>Daily storytime sessions are now taking place in all year groups, promoting a love for reading. Interventions, including Project X, RWI Phonics Booster, Reading Comprehension, 1:1 Tutoring Sessions, have been delivered successfully across the school. Regular assessments and Pupil Progress Meetings with SLT have informed next steps.</p>	
For disadvantaged pupils to make accelerated progress in writing .	<p>Quality first teaching and focussed teacher support within lesson.</p> <p>TA: 1:1 and small group weekly intervention sessions</p> <p>Additional 1:1/ 1:3 tutoring sessions for Year 1-6 disadvantaged children.</p>
<p>Impact</p> <p>Internal data shows 50% of PP children reached the Expected Standard with 70% reaching their end of year target (2020) compared to 50% at EXS and 50% reaching their target in 2019). Lesson observations evidence quality first teaching and support for PP children.</p> <p>Writing standardisation sessions, including whole staff, subject leader and SLT, show evidence of impact of interventions.</p> <p>Interventions, including Writing booster, Fine Motor Skill sessions, Spelling Shed, Grammar Booster have been delivered successfully across the school.</p> <p>Children have completed pre-teaching activities to prepare them for English with a focus on grammar and writing skills. This has effectively supported targeted children when engaging in new class-based learning.</p> <p>Regular assessments and Pupil Progress Meetings with SLT have informed next steps.</p>	
For disadvantaged pupils to make	Quality first teaching and focussed teacher support

<p>accelerated progress in mathematics.</p>	<p>within lesson. TA: 1:1 and small group weekly intervention sessions, using evidence based teaching intervention programmes Additional 1:1/ 1:3 tutoring sessions for Year 1-6 disadvantaged children.</p>
<p>Impact</p> <p>Internal data shows that PP children increase their termly scaled scores by an average of 5 points across the year, with 50% reaching the Expected Standard and 60% reaching their end of year target. Lesson observations evidence quality first teaching and support for PP children. Monitoring sessions, carried out by subject leader and SLT, including pupil interview and work scrutiny, shows evidence of children's retention for knowledge, understanding of learning and impact of interventions.</p> <p>Interventions, including Maths Booster, pre-teach sessions, First Class at Number 2, 1:1 Tutoring Sessions, TT Rockstars have been delivered successfully across the school.</p> <p>Children have completed pre-teaching activities to prepare them for Maths with a focus on Basic Skills. This has effectively supported targeted children when engaging in new class-based learning.</p> <p>Regular assessments and Pupil Progress Meetings with SLT have informed next steps.</p>	
<p>Remove barriers to remote learning and engagement for identified pupils across the school.</p>	<p>Provide laptops/internet access if needed and available. School to contact families and establish areas of need.</p>
<p>Impact</p> <p>l pads were provided during periods of remote learning to those who needed them.</p> <p>Successful role out of Tapestry and Seesaw enabling children and families to access learning, safeguarding and pastoral support from the school throughout the pandemic. IT tech support available for parents via phone call. Positive feedback from parents when receiving devices. Whole school engagement with live learning was 95%</p> <p>Education provision provided in school during Lockdown 2 for PP children. Monitoring of teaching and learning via online learning platform (Seesaw/Tapestry), by SLT, evidenced an excellent standard of teaching and learning for all children, following sequence of learning in line with standard curriculum.</p>	
<p>For disadvantaged children to maintain good levels of attendance.</p>	<p>Weekly tracking of key pupils by attendance lead including 1:1 'meet-ups'.</p>
<p>Impact</p> <p>Attendance Officer and SLT have worked with parents around any attendance and punctuality issues. Rewards and sanctions have continued and attendance remains high. Attendance for 2020-21 was 97.7% (FSM), 98.5% (Non FSM), 98.1% (Post LAC)</p>	
<p>Children who may be experiencing social and emotional difficulties or difficulties in school</p>	<p>Wellbeing Survey Learning Mentor support for identified children</p>

<p>are identified and offered support and strategies to improve self-esteem or attitudes to school and learning.</p>	<p>Signposting identified children and families to outside agencies.</p>
<p>Impact</p> <p>Learning Mentor has supported a number of children and families throughout pandemic and beyond. Feedback from parents has been very positive.</p> <p>Learning Mentor support through weekly sessions, including Mindfulness has shown real impact and feedback from the children around these sessions has been very positive.</p> <p>Pupil Survey Data (January 2021) shows that:</p> <ul style="list-style-type: none"> • 99% of children enjoy school • 100% of children enjoy learning at school • 98% of children feel safe in school • 98% of children know who they can talk to if they are worried • 99% of children agree that the school helps them to know how to look after their feelings and thoughts <p>Well Fed Boxes and food parcels provided for families in need of support.</p>	